



# Conducting inspections of residential provision for learners aged under 18 in further education colleges

Guidance for inspecting residential provision in colleges in England

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This guidance is designed to assist inspectors when conducting inspections of residential provision in colleges. It should be read in conjunction with *The framework for inspecting residential provision in further education colleges* and the *Evaluation schedule for the inspection of residential provision in further education colleges*

It informs colleges about how we inspect the residential provision they make for young people in their care.

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## Introduction

1. This guidance is designed to assist Ofsted inspectors when conducting inspections of residential provision in colleges in England. Colleges can also use the guidance to see how inspections are conducted.
2. This document should be read in conjunction with *The framework for inspecting residential provision in further education colleges*<sup>1</sup> and the *Evaluation schedule for the inspection of residential provision in further education colleges*.<sup>2</sup> This guidance applies to further education colleges and to those independent specialist colleges which are inspected by Ofsted. It does not apply to colleges that are registered as care homes.
3. An inspection of residential provision is normally conducted once in a three-year cycle. The inspection of residential provision is normally undertaken separately from the inspection of the educational provision.
4. The term 'young people' in this guidance refers to learners aged under 18.

## The inspectors

5. The inspection of residential provision is led by a social care regulatory inspector from Ofsted. All inspectors are suitably experienced and trained to inspect the welfare of residential learners in colleges. They have particular expertise in safeguarding children. The size and composition of the inspection team are determined by the size and location of the residential provision for learners aged under 18. The timing of the inspection takes account of the date and outcome of the previous inspection and any relevant risk assessment.

## Length of inspection

6. As a general guide, the lead inspector has one planning day for preparatory work and pre-inspection contact and one day after the inspection to write the report. Inspections will last two or three days on site.

## Pre-inspection activity

7. From November 2012 Ofsted will use an online questionnaire to obtain the views of residential learners, their parents/carers and staff in the residential provision. We will ask colleges to inform learners, parents/carers and staff about the questionnaires and encourage their completion. Learners, parents/carers and staff will be able to submit their views online for a three-month period from November each year.

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<sup>1</sup> *The framework for inspecting residential provision in further education colleges* (120091), Ofsted, 2012; [www.ofsted.gov.uk/resources/120091](http://www.ofsted.gov.uk/resources/120091).

<sup>2</sup> *Evaluation schedule for the inspection of residential provision in further education colleges* (120092), Ofsted, 2012; [www.ofsted.gov.uk/resources/120092](http://www.ofsted.gov.uk/resources/120092).

8. Responses to the online surveys are collated and analysed by the inspection support team. The key messages will be discussed with the college during the inspection.
9. Ofsted's inspection and management support team will also send a standard letter to the local authority designated officer for child protection to enquire about any information they have regarding the college. The letter requests information about child protection enquiries relating to the college that are ongoing or have been undertaken since the last inspection. The local authority designated officer is asked to send any information by secure email directly to the lead inspector.

## Notice of inspection and pre-inspection contact with colleges

10. The lead inspector will give the college up to two working days' notice of the inspection. The telephone call will be made at 9.00am, two working days before the inspectors are due to arrive at the college. The lead inspector will confirm the call by emailing a formal notification of inspection letter to the college. If email contact is impractical, the lead inspector must ask the Ofsted inspection management and support team to email the letter on their behalf.
11. At the initial telephone call the lead inspector should speak to the principal or, if this is not possible, the member of staff in charge of the residential provision. The telephone call and email confirmation will inform the college of:
  - the start and end dates of the inspection
  - the names of the lead and other inspectors (if applicable)
  - brief information about the inspection process and how to obtain key documents from our website and links to the national minimum standards<sup>3</sup> and Ofsted's complaints procedure.
12. Colleges are not expected to prepare additional documentation for inspectors. To reduce the requirements of inspection on the college, requests will be kept to a minimum, but will include a copy of the relevant sections of the college's self-assessment and any improvement plan the college has made in relation to its residential provision. Inspectors should accept the self-assessment and any improvement plan in whatever format they are presented. Inspectors will ask the college to complete a questionnaire with details about its residential provision.

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<sup>3</sup> *Accommodation of students under eighteen by further education colleges: national minimum standards, inspection regulations*, Department of Health, 2002;  
[www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_4005629](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4005629).

13. The inspector will forward the indicative timetable of the inspection for the college to complete. This is intended to help both the college and inspectors make best use of inspection time. It indicates the interviews/discussions that the inspector(s) will need to hold, the intended outcomes, the national minimum standards that will be covered in the meetings and the relevant records, policies and documents that inspectors will need to see.
14. The college is asked to fill in the name(s) of the relevant members of residential staff and the time when it is convenient to meet them. There is no set order for interviews, although it is very helpful to inspectors if interviews concerning safeguarding matters can be arranged for the first afternoon or early on the second day.

## Using the pre-inspection information

15. Inspectors will be allocated a planning day in order to prepare for an inspection. The inspector(s) will look at the information that Ofsted already holds or is publicly available about the college or its residential provision, which includes:
  - previous inspection reports
  - any concerns and complaints received
  - the college's own website, which may already contain residential policies and procedures and may also provide dates when the residential learners may be away from college, for example on a field trip
  - the analysis of views of residential learners, parents/carers and staff from Ofsted's online questionnaires, where available
  - any information on referrals, notifications or child protection concerns.
16. The lead inspector will analyse the available evidence and record the evidence and analysis in the RSA toolkit. They will use this information to plan the inspection and identify lines of enquiry, any areas of apparent weakness or significant strength, or areas where further evidence needs to be gathered. The focus of the inspection may change during its course as further evidence emerges.
17. Where the inspector has concerns, these will be raised with the principal or the person in charge of the residential provision. An open dialogue between the college and inspector(s) is essential during inspection, and good communication is encouraged at all times.
18. Inspectors will record their planning notes in the RSA toolkit.

## Inspection activity

19. At the start of the inspection the inspector will present their official Ofsted proof of identity badge. This confirms that inspectors have been approved by Ofsted to have contact with young people. Inspectors will not carry paper copies of Disclosure and Barring Service checks.
20. The lead inspector will meet the principal and/or the member of staff in charge of residential provision at the start of the inspection to confirm the practical arrangements for the inspection and ensure that it is planned effectively and makes best use of time. The meeting should last no longer than an hour and should include any relevant information that inspectors need to be aware of while they are on site, such as any health and safety issues or sensitive personnel issues. The meeting should also be used to explore with senior staff the college's aims and reasons for offering residential provision and how they are achieved. The lead inspector should also ensure that the college is clear about the changes Ofsted has made to its practice with regard to the inspection of residential provision.

## During the inspection

21. Inspection activities will include:
  - listening and talking to residential learners
  - observing interactions between staff and residential learners
  - discussions with key staff including those with responsibility for leading, managing and organising residential provision or key elements of it
  - checking on progress in response to national minimum standards which were previously unmet
  - sampling meals and observing mealtime routines
  - examining relevant policies and procedures and observing how they are implemented
  - examining records, for example concerning health care and recruitment
  - looking at residential learners' records, case files and other relevant documents
  - liaising by telephone with social workers from relevant local authorities that may have placed residential learners in the college
  - inspecting the premises, accommodation, facilities and procedures for ensuring health and safety arrangements.

## Listening and talking to learners

22. The views and experiences of residential learners are at the centre of the inspection and provide key evidence in assessing outcomes against the evaluation schedule.
23. Inspectors should involve the young people in inspection activity wherever they can.
24. Inspectors will demonstrate safe and sensitive practice:
  - ensuring staff are aware of any arranged meetings with residential learners and that the participation of the young people in meetings is voluntary
  - being sensitive to the fact that some young people may not want to be involved in the inspection
  - explaining to young people that interviews are confidential and they will not be identified in the inspection report or in any feedback given to the college; however, inspectors must report any safeguarding issues or disclosures
  - explaining to learners that information suggesting that they or another young person is at risk of harm will be passed by the inspector to an appropriate person able to take necessary action about that concern
  - taking into account the specific communication needs of the residential learners; for some, the inspectors may request the assistance of staff who know and understand the young person's preferred means of communication.
25. It will also be appropriate for inspectors to spend time observing learners and how they interact with staff and respond to their environment. Much of the learners' experience of the residential provision takes place after the academic day and it is therefore essential that inspectors are present at this time.
26. Inspectors will select the learners they wish to meet. They will want to meet representatives of the different groups of young people that make up the residential community. The inspectors and the college should ensure that every young person who wishes to speak to an inspector has the chance to do so. Inspectors will ask the college to arrange for them to meet a group or groups of residential learners. They should also engage others in conversation, but they should avoid interviewing learners alone and away from others unless there are specific reasons for doing so.
27. Inspectors will always ask the young people about bullying and will explore these issues with them, particularly where it has been raised by the residential learners or their parents or carers through the online questionnaire. Inspectors will discuss all types of bullying with the young people, including cyber-bullying, homophobic language, racism, harassment, name-calling or isolation of individual or groups of young people.



28. Inspectors will observe how residential learners interact with one another and with staff. Inspectors will be alert to issues of equality and diversity, ensuring that all residential learners have equal access to the opportunities and support that the residential experience affords, and that each young person's individual needs are looked after. Inspectors will explore thoroughly any concerns that the different groups of young people who make up the residential community may have.

### **'Tracking' individual welfare arrangements**

29. In order to build up a more rounded picture of support and provision for individuals' needs, inspectors will examine the welfare records from a range of different information sources relating to a small number of residential learners, in order to build up a more rounded picture of the quality of support and provision for individuals' needs. The records of individual learners should be selected at random by the inspector from the college's lists.
30. Any key welfare issues that arise from examining residential learners' records should be raised with senior staff in the college.
31. The college's response to any welfare issues identified should be considered in the light of the relevant college policies and the national minimum standards.

### **Inspecting the residential accommodation and facilities**

32. The inspectors are required to judge the suitability of the college's premises and residential accommodation. If practicable, during the course of the inspection, inspectors will visit all the residential units, but the amount of time spent in each will vary. Inspectors may ask to be accompanied by residential learners on the tour of the accommodation. When touring premises or grounds, inspectors may take the opportunity to speak to staff or learners they meet.
33. Where the college arranges for and accommodates learners in lodgings during term-time instead of on-site accommodation, the suitability of this accommodation and the welfare of learners in this accommodation should be assessed during the course of the inspection. Inspectors will:
  - spend time with the college's member of staff responsible for lodging
  - examine the college's written guidance to host families
  - sample written agreements between the college and adults providing lodgings
  - discuss with the college their arrangements for monitoring their lodgings
  - look at any records of monitoring
  - where appropriate visit a sample of lodgings.

34. Inspectors may see a number of extra-curricular or leisure activities and spend time talking to residential learners about their experiences, including, where relevant, what happens at weekends. Inspectors will establish the quality of study or recreation areas and how the residential experience helps the young people to learn and develop.

## Meals taken with learners

35. Inspectors should take a selection of meals with residential learners at their tables, and observe the serving arrangements. This provides direct evidence of catering provision and arrangements, and provides an opportunity to observe general behaviour and to speak informally to learners in a communal setting. Inspectors will evaluate how dietary needs such as vegetarian or other specialist requirements are met. Inspectors should also speak to the catering manager and ask to see a sample of menus.

## Safeguarding concerns

36. If serious issues of concern arise, for example in relation to the failure to follow child protection procedures and/or where a young person is discovered to be at immediate risk of harm, the principal will be notified as soon as possible unless this compromises the young person's safety. Inspectors should always follow Ofsted's safeguarding policy and procedures and contact Ofsted's compliance, investigation and enforcement team on 0300 123 1231 should they be in need of advice.<sup>4</sup>

## Recording evidence

37. All inspection findings must be supported by evidence. Throughout the inspection, inspectors will maintain a record of their evidence. Inspectors need to record interview notes on evidence forms in black ink so that it can be photocopied if necessary. Handwritten evidence must be legible and must only be recorded on copies of the national minimum standards check sheet and evidence form.
38. In addition to recording notes from interviews, inspectors must ensure that they record any national minimum standards that the college has not met, with the supporting evidence, in the RSA toolkit.<sup>5</sup>
39. Evidence should be clear, evaluative and sufficient for the purpose of supporting the judgements. Evidence should not include anything that could identify individual staff, young people or family members, unless necessary for the protection of a child. Inspectors can record direct quotes from young

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<sup>4</sup> *Ofsted safeguarding policy and procedures* (100183), Ofsted, 2010;

[www.ofsted.gov.uk/resources/ofsted-safeguarding-policy-and-procedures](http://www.ofsted.gov.uk/resources/ofsted-safeguarding-policy-and-procedures).

<sup>5</sup> Inspectors may choose to use the *National minimum standards check sheet and evidence form* Word template while on site during inspection. If so, the evidence may be pasted into the RSA toolkit. Any national minimum standards not met must also be recorded in the toolkit.

people, parents/carers and stakeholders in evidence to support judgements, although evidence should never use individuals' names, initials or anything that could lead to individuals being identified.

## Inspection findings

40. Inspection has the strongest impact on improvement when the college understands how the evidence and findings have led to the judgements. The lead inspector will therefore ensure that the principal and senior care staff:
  - are kept up to date with how the inspection is proceeding
  - understand how inspectors reach judgements
  - have opportunities to clarify how evidence is used to reach judgements
  - are given the opportunity to present additional evidence relevant to the inspection.
41. The evaluation schedule sets out grade descriptors for outstanding, good, adequate and inadequate outcomes, quality of service, leadership and management and safeguarding. Inspectors will refer to the guidance when determining grades.

## Inspection feedback

42. During the inspection, inspectors will share emerging findings about the college's key strengths and weaknesses on a regular planned basis with senior staff from the college. Issues that could have an immediate impact on the safety of young people will be brought to the attention of the principal or the member of staff in charge of residential provision as soon as the inspector has identified the problem. The inspector will ask the college for an immediate action plan to remedy the issue.
43. At the end of the inspection, the inspectors meet the principal and/or person in charge of residential care to give verbal feedback on the main inspection findings and provisional judgements. The principal/person in charge of residential care may wish to invite the governors, proprietor or senior staff, as appropriate, to attend this meeting. In exceptional circumstances, an inspector may need additional time after the inspection fieldwork to take advice before giving feedback.
44. As the college will have been kept informed of the developing judgements, feedback should:
  - be professional and concise
  - state the key grades and the main findings of the inspection against the evaluation schedule, including both strengths and weaknesses

- briefly provide examples of the underpinning evidence to indicate how inspectors have arrived at the judgements
- detail any national minimum standards that have not been met and explain why
- indicate the likely points for improvement
- be balanced and include positive comments as well as highlighting any areas for development
- use the grade descriptors as detailed in the evaluation schedule to indicate how inspectors have arrived at the judgements
- make clear that the grades awarded are provisional and may be subject to change through the quality assurance process
- confirm that the report will be sent to the college in draft for comments on factual accuracy and indicate the procedures and timeline leading to publication of the report.

## **Sending in the evidence from the inspection**

45. The inspector(s) must not retain any handwritten notes, evidence forms or completed questionnaires after the inspection. These documents form part of the evidence base, and must be passed to the lead inspector at the end of the inspection. The lead inspector will send the evidence base by recorded post to Ofsted's management and inspection support team immediately after the inspection, where it will be retained in accordance with Ofsted's retention policy, unless required for handling a complaint. The lead inspector must ensure that the analysis of views of residential learners, parents/carers and staff from the online questionnaires is included in the evidence base. Evidence that has been entered into the RSA toolkit will also be retained in accordance with Ofsted's retention policy.

## **Writing the inspection report**

### **General principles**

46. The report must:
- be written in clear, everyday language and free from jargon
  - give a fair and accurate account of the college's residential provision
  - clearly describe the distinctive features of the college's residential provision
  - be evaluative, rather than descriptive, with judgements clearly supported by the text
  - give clear judgements at the start of each aspect section in the report

- state clearly the college's strengths and areas for development, the extent to which the college meets the national standards and any points for improvement
  - be consistent throughout, ensuring judgements are supported by the evidence in the text
  - comply with Ofsted house style.
47. Inspectors must use the grade descriptors set out in the evaluation schedule when reaching their judgements, and should ensure that they choose the judgement where the descriptor best matches the inspection findings. Inspectors should not repeat verbatim the text from the grade descriptors in the report. If inspectors judge the college to be outstanding, they must make it clear what it is that is exceptional about it that sets it apart from all others.
  48. Inspectors will not write explicitly about each national minimum standard that the college meets. However, when a standard is not met, inspectors must explain clearly, in the text, which standard the provider has failed to meet and why.
  49. The views of residential learners, parents/carers and college staff should be included in the report where relevant. However, inspectors should ensure that they do not identify individuals, including college staff, anywhere in the report. Inspectors should refer to 'residential learners' in the plural and depersonalise the report as much as possible.
  50. Inspectors should investigate and comment on how far the college makes use of the views of residential learners to improve their residential experience.
  51. Inspectors should refer to any evaluation the college has made of the effectiveness of its own residential provision and acknowledge where the college is aware of any deficiencies and what steps it is taking to improve practice.
  52. Evidence of the college's practice with regard to matters of equality and diversity should be threaded through each section of the report and summarised in the overall effectiveness section. Reference should be made to particular groups of residential learners if appropriate. The report should make it clear if judgements apply to particular groups of learners or to all groups equally.
  53. Inspectors should include examples of good or poor practice from the inspection to support their judgements and enliven the report.
  54. The 'quality of service' should evaluate the special features of the college for the type of learners it takes, and the impact of this provision should be clear in the text of 'outcomes for young people'.

55. Sections of the report may vary in length. The suggested word limit is around 1800 words from the start of 'Outcomes for young people' to the end of the section on 'Leadership and management'. 'Outcomes for young people' is likely to be a short section, whereas 'Quality of service' may have more detail. Inspectors should note that there is no word counter in the RSA.

## Writing the report after the inspection of the residential provision

56. The report is organised under the headings below.

<b>Purpose and scope of the inspection</b>	Standard information about the legal basis for the inspection
<b>Information about the college</b>	Brief factual information about the residential provision at the college
<b>Summary report</b>	A table summarising the inspection grades
<b>Overall effectiveness</b>	Evaluative judgement and text summarising the key findings of the inspection, expressed in clear, straightforward language
<b>What should the college do to improve further?</b>	Recommendations on how the provider can improve the quality and standards of care
<b>Outcomes for young people</b>	Evaluative judgement and text
<b>Quality of service</b>	Evaluative judgement and text
<b>Leadership and management</b>	Evaluative judgement and text
<b>Safeguarding</b>	Evaluative judgement and text

## Purpose and scope of the inspection

57. The report will be pre-populated with a standard section about the purpose and scope of the inspection, referring to the legislation and relevant national minimum standards.

## Information about the college

58. The report will be pre-populated with information about the college which is called forward from the previous inspection. Inspectors must review this text to check that it is still relevant and fit for purpose, and amend it as outlined below. Inspectors must ensure that the information about the college is a short, clear, information-rich section and is free from evaluations or judgements. In giving a brief description of the college this section must contain the following details:

- the type of college
- any special characteristics about the college, including, where relevant, the special educational needs and/or disabilities of the residential learners

- the location of the college, unless there are specific reasons not to do so
  - when the college was last inspected
  - whether the college arranges lodgings with host families.
59. It is helpful to share this paragraph with the college during the inspection so that the principal or member of staff in charge of residential provision can agree its factual accuracy.

## Summary report

60. This table shows the grades awarded for each of the report sections. It is automatically populated from the judgements inspectors enter into the RSA toolkit.

## Overall effectiveness

61. This section is intended as a summary of key findings for residential learners, parents and carers, which brings out the main strengths and weaknesses of the residential provision and the impact the residential experience has on the personal development and wellbeing of the young people. It should be written in clear, straightforward language and start with a clear evaluative judgement summarising the overall effectiveness of the residential provision. An outstanding grade for overall effectiveness is most likely to fit where the college is exceptional and has been judged outstanding in all other aspects.
62. This section should include:
- a summary of the college's safeguarding arrangements
  - a statement about whether the national standards have been met or not
  - a statement about how the college has progressed since the last inspection
  - a summary of the college's practice with regard to equality and diversity.
63. As with all the evaluative sections of the report, inspectors must make sure that the text supports the grades awarded.
64. Inspectors must include text in this section about the college's safeguarding arrangements, since ensuring that colleges keep residential learners safe is a vitally important purpose of any inspection in any college with residential provision.
65. Inspectors must state whether the national minimum standards have been met or not. They should also include a statement about how the college has progressed since the last inspection.
66. As with all the evaluative sections of the report, inspectors must make sure that the text supports the grade awarded.

67. Inspectors must ensure that issues of **equality and diversity** have been fully considered. Reference should be made to particular groups of residential learners if appropriate. Evidence of the college's practice with regard to matters of equality and diversity should be threaded through each section of the report and should be summarised in the overall effectiveness section.

### **What should the college do to improve further?**

68. This section is structured as a bullet-point list and will include any national minimum standards that are not met.
69. In addition, inspectors will make up to four recommendations for further improvement. Recommendations must correspond to a need for improvement stated in the report and may be made even when the college has met all the national minimum standards or been judged outstanding.

### **Outcomes for young people**

70. This section starts with a clear opening judgement. It is all about the residential learners themselves. The text should focus on what the young people are like and how they develop as a result of their residential experience in the college. The quality of the provision should not be reported in this section. The section should cover relationships in the residential accommodation; how the young people get on with one another; their personal and social development; behaviour; satisfaction and enjoyment of their time at college; their contribution to the residential community; how well prepared they are for a successful transition to independence and adult life, or for the next stage in education.
71. Inspectors must consider the starting points of the residential learners, particularly in independent special colleges, and should explain their judgement of the young people's progress as a result of their residential experience in college. Inspectors should provide illustrations in support of their judgements, where it is possible to do so.
72. Inspectors must ensure that issues of equality and diversity have been fully considered both in reaching a judgement and reporting on it. The report should make it clear if judgements apply to particular groups of learners or apply equally to all young people.

### **Quality of service**

73. There should be a clear opening judgement on the quality of the residential provision.
74. This section should focus on the quality of the college's provision for residential learners and include the quality of the residential accommodation, premises and facilities; the quality of care for their health and physical, mental and emotional well-being, including the quality of food and catering arrangements; the range



and suitability of extra-curricular and/or leisure activities; the quality and impact of the guidance and pastoral support provided for them; and the arrangements for them to contact family and friends. Inspectors may also comment on the links between teaching staff and residential staff.

75. The following key national minimum standards are covered by this section: 7, 10, 11, 14, 15, 16, 18, 19, 20, 22, 23, 25, 26, 32, 33, 36, 37, 38, 39, 40, 41, 43, 44 and 45.
76. Inspectors need not report on compliance with each standard individually, but they must make clear in this section where a standard is not met and give reasons in support of their judgement.
77. Examples drawn from observation and discussion should enliven the text and support the judgements. Inspectors may include examples of what the residential learners or their parents/carers say about the quality of care they receive, either from discussions in the course of the inspection or through an analysis of their responses to questionnaires.

## **Leadership and management**

78. There should be a clear opening judgement on the leadership and management of the residential provision.
79. This section of the report should focus on how effectively the residential provision is organised and managed for the benefit of the residential learners. It should report on the impact of the leadership and management of residential provision, and outcomes for young people. For example, the effectiveness of the college's monitoring and evaluation procedures should provide evidence of their impact on improving practice in the college.
80. The section should include the aims for residential provision and how they are translated into practice; how effectively the residential facility is managed and whether policies and procedures are operated consistently to provide an orderly and safe community and appropriate records are kept; the deployment, training, support and supervision of staff; the management of residential learners' views, complaints, communication with parents/carers; and the accuracy and impact of the college's monitoring and evaluation of its residential provision in driving forward improvement. If the college provides lodgings for learners, there should be an evaluation of the quality of these arrangements.
81. Inspectors must ensure that this section includes an evaluation of the extent to which diversity and individual needs are recognised in planning and caring for residential learners, and they are accorded equality of opportunity. Reference should be made to particular groups of young people if appropriate, or it should be made clear that the judgement about leadership and management of the residential provision applies equally to all the residential learners aged under 18 where this is the case.

82. The following national minimum standards are covered by this section: 1, 5, 6, 8, 9, 12, 13, 17, 30 and 31.
83. Inspectors need not report on compliance with each standard individually, but they must make clear in this section where a standard is not met and give reasons in support of their judgement.

## **Safeguarding**

84. There should be a clear opening judgement on the quality of the college's arrangements for ensuring that residential learners aged under 18 are safe and protected from harm.
85. This section should focus on the effectiveness of the college's arrangements for keeping residential learners safe. It includes the effectiveness of arrangements for child protection; countering bullying including homophobia and other prejudice-based bullying and poor behaviour; promoting good behaviour; health and safety; young people going missing from college; and the procedures for safe recruitment and monitoring of staff and volunteers working with young people. It should make reference to the impact of these arrangements on whether residential learners feel safe and protected from harm, abuse, exploitation and accident.
86. The following national minimum standards are covered by this section: 2, 3, 4, 21, 24, 27, 28, 29, 34, 35, 42, 46 and 47.
87. Inspectors should specify if a standard is not met and give reasons in support of their judgement.

## **Inadequate colleges**

88. Where the inspection has judged the residential provision of a college to be inadequate, Ofsted will inform the Skills Funding Agency or Education Funding Agency depending on the source of funding. Ofsted will carry out a monitoring visit within six to eight months of the inspection to report on the college's progress, which will result in a published report. This visit may be unannounced or with up to two days' notice.
89. Inadequate residential provision in a college will be considered in any risk assessment made about the education provision in a college.

## **Finalising and quality assurance of the report**

90. Inspectors should check carefully that the paragraphs they have written are fully supported by the evidence that they have recorded in the evidence section of the RSA toolkit; that the text makes clear where there are any unmet national minimum standards and that these are fully explained by the text. The judgements in the aspect sections of the report (for example 'Outcomes for young people') should support the judgement for the overall effectiveness of

the residential experience. The RSA toolkit should then be submitted, in order that the report can be checked for quality assurance.

91. The report will be checked to ensure it meets the writing guidance in this document, that all aspect sections contain the appropriate information and judgements and that these are supported by the text. Quality assurance colleagues will check for the overall clarity and accessibility of the report, the consistency between the aspect sections and the overall effectiveness section, and that any points for improvement are either substantiated by the text of the report or by failures to meet the national minimum standards. All non-compliance with the national minimum standards must be unequivocal, and critical readers will check that this is so in their assurance of the quality of the report.
92. Finally, quality assurance readers will ensure that the report is aligned with the *Guide to Ofsted's house style*.

## Publication

93. The inspection management and support team will forward the inspection report to the college. The college is given three working days in which to comment on any factual errors in the report and to reply to the inspection support team, who will in turn forward them to the lead inspector.
94. Once finalised, the report is normally published within 20 working days of the end of the inspection. If the report has been amended to correct any factual errors, a final report is sent by the inspection management and support team to the college.

## Concerns

95. It is anticipated that the great majority of inspections will be carried out without any concerns on the part of the college.
96. Inspections are carried out in accordance with the principles of inspection and code of conduct set out in *The framework for inspecting residential provision in further education colleges*.
97. During an inspection, the college's main contact person should raise any concerns with the lead inspector as soon as they arise, so that they can be resolved as quickly as possible. The lead inspector will consider the concern and do all that is possible to remedy the problem.

## Complaints

98. If it has not been possible to resolve concerns then the college can lodge a formal complaint. Normally, a complaint can be made at any stage during an inspection or up to 30 calendar days from the date of publication of any report.

Complaints should normally be made in writing by post or email; however, Ofsted will accept complaints by telephone. We will not normally take any formal action from a telephone complaint until we have agreed a written account of the complaint with the complainant.

99. The complaints procedure, which sets out how providers or users can complain about their inspection and what will happen to their complaint, is set out in *Complaints procedure: raising concerns and making complaints about Ofsted*.<sup>6</sup>
100. Lodging a complaint will not normally delay publication of the final inspection report.
101. Complaints can be made in writing to:

The National Complaints Team  
Ofsted National Business Unit  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

Or emailed to us at: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

Or made by telephone: 0300 123 4666.

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<sup>6</sup> *Complaints procedure: raising concerns and making complaints about Ofsted* (070080), Ofsted, 2010; [www.ofsted.gov.uk/resources/070080](http://www.ofsted.gov.uk/resources/070080).